DOCUMENT RESUME

ED 379 054 JC 950 137

AUTHOR Fisher, Sylvia K.
TITLE A Profile of Employed Students at Miami-Dade Community College. Research Report #94-20R.
INSTITUTION Miami-Dade Community Coll., Fla. Office of Institutional Research.
PUB DATE Dec 94
NOTE 49p.
PUB TYPE Statistical Data (110) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; School Demography; *Student Attitudes; *Student Characteristics; *Student Employment; Student School Relationship; Student Surveys; Two Year Colleges; *Two Year College Students; *Working Hours
IDENTIFIERS *Miami Dade Community College FL

ABSTRACT

A study was conducted at Miami-Dade Community College (M-DCC), in Florida, to determine the demographic and academic characteristics of students by their employment status. Surveys were sent to a sample of 3,045 students classified as unemployed, working 1-20 hours per week, working 21-40 hours per week, or working more than 40 hours per week. Study results, based on responses from 84% of the students, included the following: (1) 82% of respondents were employed, with 42% indicating that they worked 21-40 hours per week, 24% indicating 1-20 hours per week, and 16% indicating more than 40 hours per week; (2) over 86% of males and 79% of females were employed, while 21% of the males worked over 40 hours a week, compared to 12% of the females; (3) 84% of Hispanics were employed, compared to 82% of Blacks, 79% of Whites, and 71% of students of other ethnicities; (4) Hispanics were most likely to be working 20 hours per week, while White students were most likely to be working more than 40; (5) 84% of the students aged 20-30 were working, with this age group comprising the largest group in the sample; (6) 24% of full-time students were not employed, while almost 48% worked more than 20 hours, compared to only 8% of part-time students who were not employed; (7) 95% of evening students were employed, compared to 76% of day students; (8) 85% of students with a grade point average (GPA) below 2.00 were working, while 78% of those with a GPA above 3.50 were; and (9) all four groups indicated that they were satisfied with their M-DCC experience. (Extensive data tables and the survey instrument are included.) (MAB)

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A PROFILE OF EMPLOYED STUDENTS AT MIAMI-DADE COMMUNITY COLLEGE

Research Report No. 94-20R

December 1994

Institutional Research

JC 950 137

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A PROFILE OF EMPLOYED STUDENTS AT MIAMI-DADE COMMUNITY COLLEGE

Research Report No. 94-20R

December 1994

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Highlights

This study describes the demographic and academic attributes associated with M-DCC students who differ in employment status. Students enrolled in credit classes during Winter Term, 1994 completed one of two Enrolled Student Survey forms, either Services (52%) or Goals (48%). Student responses to both forms were used to classify 3,045 students within one of four employment groups: 18% "non-employed," 24% "working 1 to 20 hours," 42% "working 21 to 40 hours," and 16% "employed more than 40 hours." A return rate of 84% was obtained for the sample, which was fairly representative of all M-DCC Winter 1994 Term students regarding gender, ethnicity, age, and campus enrollment.

Employed students also reported their level of satisfaction with M-DCC services. There are differences between students who are non-employed and those who are working, most especially, those students working more than 40 hours per week. The results should facilitate decision-making initiatives that target the individualized needs of employed students. Highlights from the seven research questions addressed in the Research Report are presented below:

1. Eighty-two percent (82%) of M-DCC students surveyed are employed. The largest proportion (42%) of students were employed from 21 to 40 hours, while nearly one-quarter worked 1 to 20 hours. Almost 16% of M-DCC students are employed more than 40 hours per week.

2. Over 86% of males are employed compared to 79% of females. One-fifth (21%) of males work more than 40 hours, compared to 12% of females. Over 41% of both males and females are employed from 21 to 40 hours per week.

3. Eighty-four percent (84%) of Hispanics are employed, compared to 82% of Black non-Hispanics, 79% of White non-Hispanics, and 71% of students in other ethnic categories. Hispanics are more likely to be working more than 20 hours (59%), while White non-Hispanic students are most likely to be working more than 40 hours (19%).

4. Students aged 20-30 are most likely to be working (84%), and comprise the largest group in the sample. Students aged 19 and under are most likely to be working 1 to 20 hours (34%) or to be non-employed (21%), while students aged 31 and older had the highest proportion working more than 40 hours (23%).

5. The proportion of employed students at each instructional site is as follows: 90% at InterAmerican Center, 86% at Wolfson, 84% at Homestead, 83% at Kendall, 82% at North, 76% at Medical Center, and 63% at Hialeah Center. The outreach centers, InterAmerican and Hialeah, varied greatly in the proportion of working students.

6. Twenty-four percent (24%) of all full-time students are non-employed, while almost 48% work more than 20 hours. By contrast, 8% of part-time students are non-employed, with 74% of the total group working more than 20 hours. Fully 29% of part-time students are working more than 40 hours per week.

7. Ninety-five percent (95%) of evening students are employed, compared to 76% of day students. Approximately one-third of evening students (32%) are working more than 40 hours per week, while almost 50% are working 21 to 40 hours.

8. Associate in Arts degree-seekers are slightly more likely to be working (82%) than are Associate in Science degree-seekers or non-degree students (80% each). However, non-degree-seekers are more likely to be working more than 40 hours (18%) than any of the other groups.

9. In general, the more credits completed, the more likely students are to report that they are working. Only 76% of students with no credits earned are working, compared to 85% of students who have earned more than 60 credits. As students complete more credits, they may be more likely to switch to part-time enrollment and obtain employment. It is also possible that student age may be associated with this finding, as older students tend to be working more hours per week than younger students.

10. Students with a GPA below 2.00 were the most likely to be working (85%) while those with a GPA of 3.50 and above were the least likely (78%). However, the sample for the below 2.00 group is very small (n=81 students).

11. In general, M-DCC students who seek the Bachelor's degree or higher are more likely to be working (82% of students seeking the Bachelor's and 83% of students seeking the Master's) than those seeking either a vocational certificate (78% working) or an associate degree (75% working). However, vocational certificate students are more likely to work more than 40 hours per week (20%) than other degree-seeking groups.

12. Students' mean ratings of the importance of 21 services for their "ideal" college were computed for each employment group and rank-ordered from highest to lowest. All four employment groups identified "faculty members who are excellent teachers" and "faculty who are up-to-date in their fields" as important services. The library and financial aid program were identified by all three employed student groups, but not by the non-employed group. Non-employed students identified "computers for my program of study" and "accessible faculty," while students working 1 to 20 hours identified "an excellent career counseling program" as important services for their "ideal" college.

13. Students generated ratings indicating how well M-DCC addresses those services they identified as important. In general, all four employment groups rated M-DCC services favorably. However, students working more than 40 hours generated lower ratings of these services than students in other employment groups. Evidently, the more hours a student works, the less favorably s/he will rate M-DCC services. This tendency is most pronounced among students working more than 40 hours a week, who may have more limited access to M-DCC services than other students.

14. The highest M-DCC ratings were generated by non-employed students for 18 of 21 M-DCC services, while the lowest M-DCC ratings for all 21 services were generated by students working more than 40 hours. "Job placement program" obtained the lowest rating from all four employment groups. "Career counseling program,"

"programs leading to employment," "intercollegiate athletic program," "child care program," and "transportation to and from campus," also obtained low ratings across employment groups.

The five services that varied most greatly in ratings across employment groups were: "flexible course schedule," "responsive financial aid program," "accessible faculty members," "accessible staff members," and "accessible instructional sites." The non-employed group generated the highest rating for all five services, while students working more than 40 hours generated the lowest rating for four of these services.

15. Students (n=2,405) responded to the question "How satisfied are you with Miami-Dade Community College?" using a 5-point rating scale. Almost 85% (n=2,035) reported they were either "somewhat satisfied" or "very satisfied" with their M-DCC experience (mean rating=4.05). Student mean ratings ranged from 3.99 (working more than 40 hours) to 4.09 (working 21 to 40 hours). The results indicated that students in all four employment groups are satisfied with their overall M-DCC experience.

The research report should be perused for more detailed information about attributes associated with M-DCC students of varying employment status, and their evaluation of M-DCC services.

A PROFILE OF EMPLOYED STUDENTS AT MIAMI-DADE COMMUNITY COLLEGE

Introduction

The purpose of this Research Report is to provide a profile of Miami-Dade Community College students who are employed. This study describes the demographic and academic attributes associated with students who differ in employment status. In addition, the study presents these students' evaluation of services offered by Miami-Dade Community College.

The following research questions are addressed in this report:

1. What is the demographic breakdown of Miami-Dade Community College students who differ in employment status?

2. What is the academic profile of Miami-Dade students who differ in employment status regarding:

   a. home campus/center?
   b. enrollment status as part- or full-time and day or evening students?
   c. degree- and/or certificate-seeking status?
   d. number of credits completed at Miami-Dade?
   e. completion of college preparatory and/or English-as-a-Second Language (ESL) courses?

3. Do students who vary in employment status differ regarding the following student success indicators:

   a. grade point average (GPA)?
   b. long-range educational aspirations?

4. Do students who vary in employment status differ in their choice of the five <u>most</u> important services offered by their "ideal" college?

5. Are students in each employment group satisfied that Miami-Dade offers those five services they value as <u>most</u> important for their "ideal" college?

6. Do students who vary in employment status differ in their level of satisfaction with institutional services, resources, and personnel?

7. Do students who vary in employment status differ in their level of satisfaction with their overall experience at Miami-Dade?

The data collected for this report were obtained through the administration of the Enrolled Student Survey (ESS) to students enrolled in Miami-Dade Community College credit courses during the Winter Term of 1993-94. As these data were analyzed, various smaller studies evolved such as comparisons between day and evening students, and full- and part-time students.

All students surveyed completed a demographic cover page which was used to address most research questions in the present study. In addition, over one-half (52.1%) of the students completed the Enrolled Student Survey - Services form; their responses were used to address Research Questions (4) through (6).

Student employment status provided the primary focus of this study. All students answered an item on the ESS form indicating whether or not they were employed, and if so, how many hours per week. Student responses to this item allowed for the creation of a variable "employment status." The variable "employment status" has four categories, "non-employed," "employed from 1 to 20 hours," "employed from 21 to 40 hours," and "employed more than 40 hours."

The findings from this study should help describe the needs and demographic make-up of employed students who comprise the majority of Miami-Dade students. The results are presented to facilitate decision-making initiatives designed to meet individualized needs manifested by employed students. The ultimate goal of this Research Report would be to identify the needs of working students, so that educational programming targeting their needs could be implemented.

Method

Instrumentation

The Enrolled Student Survey (ESS) was the primary instrument used to collect data in this study. There were two forms of the survey, one on goals and one on services. The front page of each was identical and is reproduced in Appendix I. Over 52% of

respondents completed the Enrolled Student Survey - Services form, a copy of which may be found in Appendix II. A description of the content and format for the surveys is provided in Appendix III. Data collection and analysis procedures used in this study are described in Appendix IV.

Subjects. A total of 3,071 completed survey forms were returned from M-DCC students. Twenty-six (n=26) of these students failed to identify their employment status and were eliminated from additional analyses, resulting in a final sample of 3,045 students. Of these students, 1,586 (52.1%) had completed the services rating form, providing additional data to address Research Questions (4) through (6).

Student responses to the ESS item, "How many hours are you employed each week?," were used to classify students within one of four subgroups of the variable "employment status," which provided the central focus to address the research questions. The number and percentage of students in each subgroup is included in the table below. The largest proportion of Miami-Dade students (42%) are employed from 21 to 40 hours, while the smallest proportion of Miami-Dade students (15%) are working more than 40 hours. It should be noted that these numbers vary slightly in report tables based upon whether students provided the requested data.

Number of Hours Working Per Week	Number of Students	Percent of Total
0	552	18.0
1 - 20	745	24.3
21 - 40	1,277	41.6
41 or More	471	15.3

Results

Demographics of the Sample

The demographic breakdown of the sample across several variables may be found in Table 1. Table 1 is composed of two columns: the first column describes the demographics of the study sample, while the second column presents the demographics for the population of Miami-Dade students enrolled in credit courses during the Winter semester of 1994 when the study was conducted.

Inspection of Table 1 indicates that the gender, ethnic, and age distribution of the sample corresponded relatively well with the actual population of Miami-Dade students, with some slight exceptions. Females and students aged 20-25 years were slightly overrepresented in the sample, while males, White non-Hispanic and Black non-Hispanic students were slightly underrepresented. Finally, the proportion of older students was lower than would be typically expected in the college population. This may be because day classrooms comprised the largest proportion of sample classrooms, while older students may be more likely to attend evening classes.

Data in Table 1 regarding academic indicators suggest that the profile of respondents is also fairly comparable to the profile of all Miami-Dade students regarding campus/center enrollment, degree type, and cumulative credits earned. Although the sample approximates campus/center enrollment during the Winter 1994 semester, students from Kendall Campus, Wolfson Campus, and InterAmerican Center are slightly underrepresented, while students from Medical Campus, Homestead Campus, and Hialeah Center are slightly overrepresented relative to the college-wide Winter Term enrollment.

Students seeking the Associate in Arts and Associate in Science degree were slightly overrepresented in the sample, while the number of vocational certificate and non-degree-seeking students was lower than would be anticipated based upon the Winter Term enrollment. The proportion of those students who had not earned any college credits and

those who had earned more than 60 credits was lower for the sample than for the Winter Term population.

Overall, the sample appears to be fairly representative of typical Miami-Dade enrollees for the Winter Term of 1994, with a significant exception. Nearly two-thirds (63.9%) of students reported they were enrolled full-time, which contrasts strongly with the actual figures for the Winter Term. Traditionally, approximately one-third of Miami-Dade students are enrolled on a full-time basis, with the remaining two-thirds attending courses on a part-time basis. The ratio of part- to full-time students for the sample reverses this trend.

One reason for this discrepant finding may be that full-time students were more likely to obtain the survey because they were enrolled in more classes. A second reason may be that students self-reported their part- versus full-time enrollment status, but were not explicitly informed that full-time status requires enrollment for 12 or more credits. Thus, students enrolled for 11 or fewer credits may have identified themselves erroneously as full-time students.

Research Questions

This section describes the results of the seven research questions that are the central focus of this study.

1. **What is the demographic breakdown of Miami-Dade Community College students who differ in employment status?**

Data regarding the demographic breakdown of students who vary in employment status are presented in Tables 2-4. Table 2 presents each employment group by gender. Inspection of Table 2 indicates that 82% of students work while attending school. The largest proportion (42%) of students were employed from 21 to 40 hours per week, while nearly one-quarter worked 1 to 20 hours. Almost 16% of students reported that they work more than 40 hours per week.

Inspection of Table 2 indicates that over 86% of males are employed compared to 79% of females. One-fifth of the males report working more than 40 hours per week,

compared to 12% of females. In spite of these differences, over 41% of both male and female students were employed 21 to 40 hours.

The breakdown of employment groups by student ethnicity is found in Table 3. Eighty-four percent (84%) of Hispanics were employed, compared to 82% of Black non-Hispanics, 79% of White non-Hispanics, and 71% of students in other ethnic categories. Hispanics were also the most likely to be working more than 20 hours per week (59%), compared to either whites or blacks (56% each). White non-Hispanic students, however, were the most likely to be working more than 40 hours (19%).

Table 4 provides data for employment groups by student age group. Students aged 20-30 were the most likely to be working (84%), and were also the largest group in the sample. Students aged 19 and under were the most likely to be working 1 to 20 hours (34%) or to be non-employed (21%) compared to the other age groups. Students aged 31 and older had the highest proportion working more than 40 hours (23%).

2. What is the academic profile of Miami-Dade students who differ in employment status regarding:

a. home campus/center?

Table 5 presents the distribution of students at each instructional site by employment group. The proportion of employed students at each site is as follows: 90% at InterAmerican Center, 86% at Wolfson, 84% at Homestead, 83% at Kendall, 82% at North, 76% at Medical Center, and 63% at Hialeah Center. It is not readily apparent why InterAmerican Center and Hialeah Center, both outreach centers, differ so greatly in the proportion of working students.

The proportion of non-employed students ranged from 10.3% of InterAmerican Center students to 37.3% of Hialeah students. By comparison, less than 10% of students at Medical Center Campus worked more than 40 hours per week compared to almost one-third (31.2%) at Homestead, followed closely by almost one-quarter of InterAmerican students.

b. **enrollment status as part- or full-time and day or evening students?**

Data in Table 6 are not surprising. Twenty-four percent (24%) of all full-time students are non-employed, while almost 48% work more than 20 hours per week. By contrast, 92% of part-time students are working, with 74% of the total group working more than 20 hours per week. Fully 29% of the part-timers report that they are working more than 40 hours per week.

The results for day and evening students (Table 7) are also not surprising. Ninety-five percent (95%) of evening students are employed, compared to 76% of day students. Approximately one-third of evening students (32%) are working more than 40 hours per week, while almost 50% are working 21 to 40 hours. This is presumably why they attend classes in the evening.

c. **degree- and/or certificate-seeking status?**

Table 8 presents data about M-DCC students' degree-seeking status by employment group. There are some surprises in these data. Associate in Arts degree-seekers are slightly more likely to be working (82%) than are Associate in Science degree-seekers or non-degree students (80% each). In addition, a higher proportion of Associate in Arts degree-seekers (43%) are working 21 to 40 hours than Associate in Science degree-seekers (39%). However, non-degree-seekers are more likely to be working more than 40 hours (18%) than Associate degree-seekers.

d. **number of credits completed at Miami-Dade?**

Table 9 provides the breakdown of employment group by number of credits completed at Miami-Dade. In general, the more credits completed, the more likely students are to report that they are working. Only 76% of students with no credits earned are working, compared to 85% of students who have earned more than 60 credits. It is likely that as students complete more credits, they switch to part-time enrollment and get jobs.

e. **completion of college preparatory and/or English-as-a-Second Language (ESL) courses?**

The results of this question can be found in Table 10. The first and second columns in this table include students who have completed at least one college preparatory course, or a minimum of one course in English-as-a-Second Language (ESL), respectively. The third column includes students who completed at least one course in both of these areas, and the final column includes those who have not taken any college preparatory or ESL courses.

The only real differences in the groups are for ESL students. They are most likely to report that they are not employed (25%) and least likely to be working more than 20 hours per week (48%) than are students in the other groups. Students who report ESL only (without college prep) are likely to still be enrolled in ESL courses at the time of the survey. It is possible that these students opt for more immersion in ESL and that their ability to work is thus curtailed.

3. **Do students who vary in employment status differ regarding the following student success indicators:**

a. **grade point average (GPA)?**

Table 11 presents the breakdown of students by self-reported grade point average (GPA) ranges. This table includes a column labeled "not applicable," indicating that 8.3% (n=244) of students did not report GPA information, either because they were enrolled in ungraded courses, or because they were in their first term at Miami-Dade. It is tempting to speculate on cause and effect in these data. Students with a GPA below 2.00 were the most likely to be working (85%) while those with a GPA of 3.50 and above were the least likely (78%). However, the sample for the below 2.00 group is very small (n=81 students).

b. **long-range educational aspirations?**

Table 12 presents the results to an item requesting students to identify the highest degree they were seeking throughout their academic career. Note that over 52% of students (n=1,573) would like to earn a post-graduate degree at the Master's level or

higher, while another 31% aspire to a Bachelor's degree. If these two figures are aggregated, the results indicate that 83% of students would like to earn a Bachelor's degree or higher. This finding suggests that the majority of M-DCC students have long-range educational aspirations and attend Miami-Dade as part of their plan to pursue these aspirations.

In general, students seeking the Bachelor's degree or higher were more likely to be working (82% of students seeking the Bachelor's and 83% of students-seeking the Master's) than those seeking either a vocational certificate (78% working) or an associate degree (75% working). However, vocational certificate students were more likely to be working more than 40 hours per week (20%) than were the other degree-seeking groups.

4. **Do students who vary in employment status differ in their choice of the five <u>most</u> important services offered by their "ideal" college?**

This research question was designed to identify those services students in each of the four employment groups believe are most important for their "ideal" college. Students completed the stem "I believe the "ideal" college should have ..." for each of 21 services by assigning a rating indicating the importance of the service to their "ideal" college. Students rated the importance of these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree," with the middle position represented by 3 = "uncertain."

Student ratings were averaged to obtain a mean rating between 1.00 and 5.00, with higher mean ratings indicating that students more strongly valued the importance of the service. "Ideal" college mean ratings for each service were computed separately for each of the four employment groups, and rank-ordered from highest to lowest. A list of those five services that obtained the highest mean ratings from the total group of students and each of the four employment groups is provided in Table 13.

The most highly rated service for the total group of students was "a library that meets the students' needs," followed by two services that address the competence of

faculty, "faculty members who are excellent teachers" and "faculty who are up-to-date in their fields." The total group also reports that flexibility in course scheduling and availability of financial aid are very important services for their "ideal" college.

Each employment group substantively replicated the importance of many of these services with only a few deviations. Items addressing whether faculty are informed and knowledgeable, as well as capable of presenting their content area were identified by all four employment groups. The library and financial aid program was identified by all three groups of working students, but interestingly, financial aid was not identified by the group of non-employed students. This group highlighted the importance of computers for their program of study and faculty accessibility. Students working 20 hours or less were the only group to identify the importance of an excellent career counseling program.

5. **Are students in each employment group satisfied that Miami-Dade offers those five services they value as <u>most</u> important for their "ideal" college?**

The right-hand column in Table 13 contains mean ratings indicating how well students believe Miami-Dade addresses those services identified as important by the total group and each employment group. Mean ratings ranged from 3.36 to 3.85. Mean ratings generated by students working more than 40 hours are generally lower than mean ratings generated by students comprising the other three employment groups.

The total group generated a mean M-DCC rating of 3.62 for the service "a library that meets the students' needs." Interestingly, the non-employed and employed 21 to 40 hours groups generated higher mean ratings for this service than the total group, while students employed 20 hours or less or working more than 40 hours rated this service lower than the total group. "A financial aid program that helps make college affordable" was also identified as an important service by the total group and three of four employment groups. Once again, however, students working more than 40 hours rated this service considerably lower than the total group (3.41 as compared to 3.66 for the total group). It is possible that these students were not able to qualify for financial aid.

A similar pattern emerged with the service "a flexible schedule of courses offered at a variety of times throughout the day and during the week," which obtained high M-DCC mean ratings from students working 40 hours or less. However, students working more than 40 hours rated it lower than the total group.

The service "faculty members who are excellent teachers" obtained higher M-DCC mean ratings from non-employed students and students working 20 hours or less than from the total group, but lower ratings from students working 21 hours or more. For the second faculty service, "faculty members who are up-to-date in their fields," M-DCC ratings by employment group were very close to the rating generated by the total group, except for lower ratings generated by students working more than 40 hours. The non-employed group identified "computers and other equipment to support my program" and "faculty members who are accessible" and rated both services favorably. By contrast, the employed-from-1-to-20 hours group identified the importance of "an excellent career counseling program," but rated it somewhat lower than other M-DCC services.

Students in all four employment groups generally value the same collegiate services, most especially, a satisfactory library, committed and accessible faculty, flexible scheduling, and available financial aid. The results generally confirm that while students overall are satisfied with Miami-Dade, students who work many hours a week believe there is limited availability of and accessibility to M-DCC services. In general, the results also suggest that the more hours a student works, the less favorably s/he will rate M-DCC services, a tendency that is most pronounced among students working more than 40 hours a week.

6. Do students who vary in employment status differ in their level of satisfaction with institutional services, resources, and personnel?

The purpose of this research question is to look across service ratings for all 21 items on the survey and note differences by employment status. Figure 1 presents mean ratings for each service computed separately for the four employment groups. The reader

is advised to refer to Figure 1 while reviewing this portion of the report in order to facilitate the discussion of the findings.

Items in Figure 1 are ordered based on their ratings for an ideal college with the highest rated items presented first. The vertical axis is scaled from 0.00 to 4.00, representing mean ratings. Four aligned bars, shaded uniquely to represent the four employment groups, are depicted for each service. The actual mean rating is printed in the middle of the bar.

The range of means was from 3.03 to 3.93, and certain patterns can be observed. The highest means were generated by the non-employed group for all but three of the 21 services ("career counseling," "computers, technology for programs," and "up-to-date faculty"). Similarly, the lowest means for all 21 services were generated by the employment group composed of students working more than 40 hours.

The five services that evinced the greatest degree of variation across employment groups were: "flexible course schedule (3.45-3.93)," "responsive financial aid program (3.41-3.81)," "accessible faculty members (3.40-3.73)," "accessible staff members (3.22-3.69)," and "accessible instructional sites (3.37-3.66)." For all five services, the non-employed group generated the high mean of the range, while the low mean for four of these services was generated by students working more than 40 hours.

The central issue underlying these services is that of accessibility. Students in the non-employed group generated higher mean ratings regarding the availability of M-DCC services than employed students in general, and students who work more than 40 hours in particular. Clearly, limited access to services may impede the attainment of educational and personal goals for some Miami-Dade working students.

7. **Do students who vary in employment status differ in their level of satisfaction with their overall experience at Miami-Dade?**

Students responded to the following final item on the ESS-S survey form, "How satisfied are you with Miami-Dade Community College?" using the following 5-point rating scale: 1="very dissatisfied;" 2="somewhat dissatisfied;" 3="indifferent;" 4="somewhat satisfied;" and 5="very satisfied." Responses to this item were only obtained for 2,405 (79%) of the 3,045 respondents. It appears likely that the item's placement on the lower left-hand side of the survey form caused some students to ignore or overlook the item. Therefore, the results to this question should be interpreted cautiously.

Results are provided for the overall college sample and for each employment group in Table 14. The total group generated a mean rating of 4.05, which is slightly higher than a "somewhat satisfied" rating. Overall, students appear to be satisfied with their experience at M-DCC. Almost 85% (n=2,035) of students reported they were either "somewhat satisfied" or "very satisfied" with their M-DCC experience. This is a positive finding that is more significant in the context of the high return rate from the sample, suggesting that the majority of M-DCC students are at least somewhat satisfied with their college experience.

The results for the employment groups indicate that ratings ranged from 3.99 (students working more than 40 hours) to 4.09 (students working 21-40 hours). Students who were not employed generated a mean rating of 4.03, while students working 1 to 20 hours generated a mean rating of 4.02. These mean ratings indicate that the college-wide results were substantively duplicated for each of the employment groups. Very little variation between employment groups emerged in students' ratings of overall satisfaction with M-DCC.

Table 1

Demographics of the Sample Compared to Winter Term Students at Miami-Dade

SAMPLE (N=3,071)	Number	Percent
Course Campus of Respondents		
North	905	30.0%
Kendall	1,015	33.7%
Wolfson	428	14.2%
Medical Center	242	8.0%
Homestead	109	3.6%
InterAmerican Center	146	4.8%
Hialeah Center	171	5.7%
Total	3,016	100.0%
Gender of Respondents		
Male	1,198	39.3%
Female	1,851	60.7%
Total	3,049	100.0%
Ethnicity of Respondents		
White Non-Hispanic	494	16.2%
Black Non-Hispanic	619	20.3%
Hispanic	1,753	57.5%
Other	181	5.9%
Total	3,047	100.0%
Age of Respondents		
19 years or younger	696	22.8%
20 - 25 years	1,317	43.1%
26 - 30 years	408	13.3%
31 years or older	638	20.9%
Total	3,059	100.0%
Type of M-DCC Degree and/or Certificate Sought by Respondents*		
Associate in Arts	1,935	62.3%
Associate in Science	845	27.2%
Vocational Certificate	53	1.7%
Planned Certificate	26	0.8%
Other	93	3.0%
Not Seeking a Degree	154	5.0%
Total	3,106	100.0%
Number of Credits Completed by Respondents		
None	230	7.6%
1 - 15	697	23.0%
16 - 30	626	20.6%
31 - 45	511	16.8%
46 - 60	505	16.6%
More Than 60	466	15.4%
Total	3,035	100.0%
Enrollment Status of Respondents		
Full-Time	1,945	63.9%
Part-Time	1,100	36.1%
Total	3,045	100.0%

WINTER TERM ENROLLMENT	Number	Percent
Headcount by Course Campus		
North	16,052	29.4%
Kendall	19,052	34.9%
Wolfson	8,922	16.3%
Medical Center	3,984	7.3%
Homestead	1,075	2.0%
InterAmerican Center	3,311	6.1%
Hialeah Center	2,271	4.2%
Total	54,667	100.0%
Gender		
Male	21,884	42.4%
Female	29,683	57.6%
Total	51,567	100.0%
Ethnicity		
White Non-Hispanic	9,878	19.2%
Black Non-Hispanic	11,090	21.5%
Hispanic	29,523	57.3%
Other	1,076	2.1%
Total	51,567	100.0%
Age		
19 years or younger	11,860	23.0%
20 - 25 years	20,433	39.6%
26 - 30 years	7,139	13.8%
31 years or older	12,135	23.5%
Total	51,567	100.0%
Type of M-DCC Degree and/or Certificate Sought		
Associate in Arts	32,704	59.9%
Associate in Science	12,924	23.7%
Vocational Certificate	3,035	5.6%
Planned Certificate	53	0.1%
Other	0	0.0%
Not Seeking a Degree	5,886	10.8%
Total	54,602	100.0%
Number of Credits Completed		
None	6,303	12.2%
1 - 15	11,583	22.5%
16 - 30	8,084	15.7%
31 - 45	7,688	14.9%
46 - 60	6,180	12.0%
More Than 60	11,729	22.7%
Total	51,567	100.0%
Enrollment Status		
Full-Time	17,025	33.0%
Part-Time	34,542	67.0%
Total	51,567	100.0%

*35 students reported they were seeking more than one degree and/or certificate.

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Table 2

Number of Hours Employed by Student Gender

Number of Hours Employed	Gender				Total	
	Male		Female			
	Number	Percent	Number	Percent	Number	Percent
None	161	13.5%	388	21.1%	549	18.1%
1 - 20	270	22.7%	469	25.5%	739	24.4%
21 - 40	515	43.3%	758	41.2%	1,273	42.0%
More Than 40	244	20.5%	225	12.2%	469	15.5%
Total	1,190	100.0%	1,840	100.0%	3,030	100.0%

Missing = 15.

Table 3

Number of Hours Employed by Student Ethnicity

Number of Hours Employed	Ethnicity								Total	
	Black Non-Hispanic		White Non-Hispanic		Hispanic		Other			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	114	18.5%	104	21.1%	282	16.2%	51	29.0%	551	18.2%
1 - 20	157	25.5%	114	23.1%	425	24.4%	42	23.9%	738	24.4%
21 - 40	269	43.7%	184	37.3%	752	43.2%	64	36.4%	1,269	42.0%
More Than 40	76	12.3%	91	18.5%	281	16.1%	19	10.8%	467	15.4%
Total	616	100.0%	493	100.0%	1,740	100.0%	176	100.0%	3,025	100.0%

Missing = 20

Table 4

Number of Hours Employed by Student Age Group

Number of Hours Employed	Age						Total	
	19 or Under		20 - 30		31 or Older			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	149	21.4%	279	16.3%	123	19.4%	551	18.1%
1 - 20	238	34.2%	381	22.3%	125	19.7%	744	24.5%
21 - 40	279	40.1%	759	44.4%	238	37.5%	1,276	42.0%
More Than 40	29	4.2%	292	17.1%	148	23.3%	469	15.4%
Total	695	100.0%	1,711	100.0%	634	100.0%	3,040	100.0%

Missing = 5.

Table 5

Number of Hours Employed by Student's Home Campus

Number of Hours Employed	Campus							
	North		Kendall		Wolfson		Medical Center	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	162	18.0%	172	17.0%	60	14.3%	58	24.0%
1 - 20	219	24.3%	276	27.3%	114	27.1%	56	23.1%
21 - 40	386	42.8%	422	41.7%	190	45.1%	105	43.4%
More Than 40	135	15.0%	142	14.0%	57	13.5%	23	9.5%
Total	902	100.0%	1,012	100.0%	421	100.0%	242	100.0%

Number of Hours Employed	Campus						Total	
	Homestead		InterAmerican		Hialeah			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	17	15.6%	15	10.3%	63	37.3%	547	18.2%
1 - 20	17	15.6%	27	18.5%	27	16.0%	736	24.5%
21 - 40	41	37.6%	68	46.6%	46	27.2%	1,258	41.9%
More Than 40	34	31.2%	36	24.7%	33	19.5%	460	15.3%
Total	109	100.0%	146	100.0%	169	100.0%	3,001	100.0%

Missing = 44.

Table 6

Number of Hours Employed by Student Enrollment Status

Number of Hours Employed	Part-Time/Full-Time Status				Total	
	Part-Time		Full-Time			
	Number	Percent	Number	Percent	Number	Percent
None	90	8.2%	458	23.7%	548	18.1%
1 - 20	194	17.7%	549	28.4%	743	24.5%
21 - 40	491	44.7%	776	40.2%	1,267	41.8%
More Than 40	323	29.4%	147	7.6%	470	15.5%
Total	1,098	100.0%	1,930	100.0%	3,028	100.0%

Missing = 17.

Table 7

Number of Hours Employed by Primary Enrollment Status

Number of Hours Employed	Primary Enrollment Status				Total	
	Day		Evening			
	Number	Percent	Number	Percent	Number	Percent
None	494	24.1%	49	5.2%	543	18.2%
1 - 20	610	29.8%	126	13.4%	736	24.6%
21 - 40	785	38.3%	468	49.7%	1,253	41.9%
More Than 40	158	7.7%	299	31.7%	457	15.3%
Total	2,047	100.0%	942	100.0%	2,989	100.0%

Missing = 56.

Table 8

Number of Hours Employed by Type of Degree and/or Certificate Sought by Student

Number of Hours Employed	Degree/Certificate													
	Non-Degree-Seeking		Associate in Arts		Associate in Science		Vocational Certificate		Planned Certificate		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	31	20.1%	336	17.5%	168	20.0%	12	17.6%	4	15.4%	16	17.2%	567	18.3%
1 - 20	33	21.4%	491	25.5%	208	24.7%	16	23.5%	7	26.9%	13	14.0%	768	24.7%
21 - 40	62	40.3%	828	43.1%	331	39.3%	30	44.1%	6	23.1%	43	46.2%	1,300	41.9%
More Than 40	28	18.2%	268	13.9%	135	16.0%	10	14.7%	9	34.6%	21	22.6%	471	15.2%
Total*	154	100.0%	1,923	100.0%	842	100.0%	68	100.0%	26	100.0%	93	100.0%	3,106	100.0%

* 81 students declared themselves to be seeking more than one degree and/or certificate.

Table 9

Number of Hours Employed by Number of Credits Completed by Student

Number of Hours Employed	Number of Credits													
	None		1 - 15		16 - 30		31 - 45		46 - 60		More Than 60		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	54	23.6%	144	20.7%	118	18.9%	85	16.8%	74	14.8%	72	15.5%	547	18.1%
1 - 20	45	19.7%	184	26.4%	143	23.0%	129	25.5%	128	25.5%	110	23.7%	739	24.5%
21 - 40	86	37.6%	299	43.0%	263	42.2%	206	40.8%	229	45.7%	188	40.5%	1,271	42.1%
More Than 40	44	19.2%	69	9.9%	99	15.9%	85	16.8%	70	14.0%	94	20.3%	461	15.3%
Total	229	100.0%	696	100.0%	623	100.0%	505	100.0%	501	100.0%	464	100.0%	3,018	100.0%

Missing = 27.

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Table 10

Number of Hours Employed by Student Enrollment in College Preparatory and/or English-as-a-Second Language (ESL) Courses While at Miami-Dade Community College

Number of Hours Employed	College Preparatory/ESL Enrollment									
	College Preparatory		ESL		Both		Neither		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	165	16.5%	121	25.3%	49	16.0%	217	17.3%	552	18.1%
1 - 20	272	27.1%	128	26.7%	74	24.1%	271	21.6%	745	24.5%
21 - 40	431	43.0%	168	35.1%	133	43.3%	545	43.4%	1,277	41.9%
More Than 40	135	13.5%	62	12.9%	51	16.6%	223	17.8%	471	15.5%
Total	1,003	100.0%	479	100.0%	307	100.0%	1,256	100.0%	3,045	100.0%

Table 11

Number of Hours Employed by Student GPA

Number of Hours Employed	GPA									
	Below 2.0		2.0 - 3.49		3.5 and Above		Not Applicable*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	12	14.8%	314	15.8%	136	21.5%	78	32.0%	540	18.3%
1 - 20	19	23.5%	502	25.3%	148	23.3%	53	21.7%	722	24.5%
21 - 40	39	48.1%	869	43.7%	258	40.7%	72	29.5%	1,238	42.0%
More Than 40	11	13.6%	303	15.2%	92	14.5%	41	16.8%	447	15.2%
Total	81	100.0%	1,988	100.0%	634	100.0%	244	100.0%	2,947	100.0%

Missing = 98

*No GPA because student is in PSAV program or in first semester of college enrollment.

Table 12

Number of Hours Employed by Highest Degree Sought by Student

Number of Hours Employed	Highest Degree Sought											
	Vocational Certificate		Associate Degree		Bachelor's		Master's or Higher		Not Seeking a Degree		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
None	14	21.9%	91	24.6%	160	17.5%	264	16.8%	9	14.5%	538	18.0%
1 - 20	12	18.8%	100	27.0%	196	21.4%	409	26.0%	12	19.4%	729	24.4%
21 - 40	25	39.1%	136	36.8%	408	44.6%	661	42.0%	24	38.7%	1,254	42.0%
More Than 40	13	20.3%	43	11.6%	150	16.4%	239	15.2%	17	27.4%	462	15.5%
Total	64	100.0%	370	100.0%	914	100.0%	1,573	100.0%	62	100.0%	2,983	100.0%

Missing = 62.

TABLE 13

Five Highest-Rated "Ideal" College Services and Mean Ratings of M-DCC's Delivery of These Services - Total Group and Four Employment Groups

Total Group

	Five Highest-Rated "Ideal" College Services	M-DCC Mean Rating*
(1)	A library that meets the students' needs.	3.62
(2)	Faculty members who are excellent teachers.	3.72
(3)	Faculty who are up-to-date in their fields.	3.74
(4)	A flexible schedule of courses offered at a variety of times throughout the day and during the week.	3.78
(5)	A financial aid program that helps make college affordable.	3.66

Non-Employed

	Five Highest-Rated "Ideal" College Services	M-DCC Mean Rating*
(1)	Computers and other equipment to support my program.	3.84
(2)	A library that meets the students' needs.	3.70
(3)	Faculty members who are excellent teachers.	3.81
(4)	Faculty who are up-to-date in their fields.	3.73
(5)	Faculty members who are accessible.	3.78

* Students rated how well M-DCC provided these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree."

TABLE 13

Five Highest-Rated "Ideal" College Services and Mean Ratings of M-DCC's Delivery of These Services - Total Group and Four Employment Groups (continued)

Employed 1-20 hours

	Five Highest-Rated "Ideal" College Services	M-DCC Mean Rating*
(1)	A financial aid program that helps make college affordable.	3.71
(2)	Faculty members who are excellent teachers.	3.76
(3)	A library that meets the students' needs.	3.56
(4)	An excellent career counseling program.	3.36
(5)	A flexible schedule of courses offered at a variety of times throughout the day and during the week.	3.85

Employed 21-40 hours

	Five Highest-Rated "Ideal" College Services	M-DCC Mean Rating*
(1)	Faculty members who are excellent teachers.	3.70
(2)	Faculty members who are up-to-date in their fields.	3.72
(3)	A library that meets the students' needs.	3.63
(4)	A flexible schedule of courses offered at a variety of times throughout the day and during the week.	3.79
(5)	A financial aid program that helps make college affordable.	3.67

* Students rated how well M-DCC provided these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree."

TABLE 13

Five Highest-Rated "Ideal" College Services and Mean Ratings of M-DCC's Delivery of These Services - Total Group and Four Employment Groups (continued)

Employed More than 40 Hours

	Five Highest-Rated "Ideal" College Services	M-DCC Mean Rating*
(1)	A library that meets the students' needs.	3.53
(2)	Faculty who are up-to-date in their fields.	3.66
(3)	Faculty members who are excellent teachers.	3.63
(4)	A financial aid program that makes college affordable.	3.41
(5)	A flexible schedule of courses offered at a variety of times throughout the day and during the week.	3.45

* Students rated how well M-DCC provided these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree."

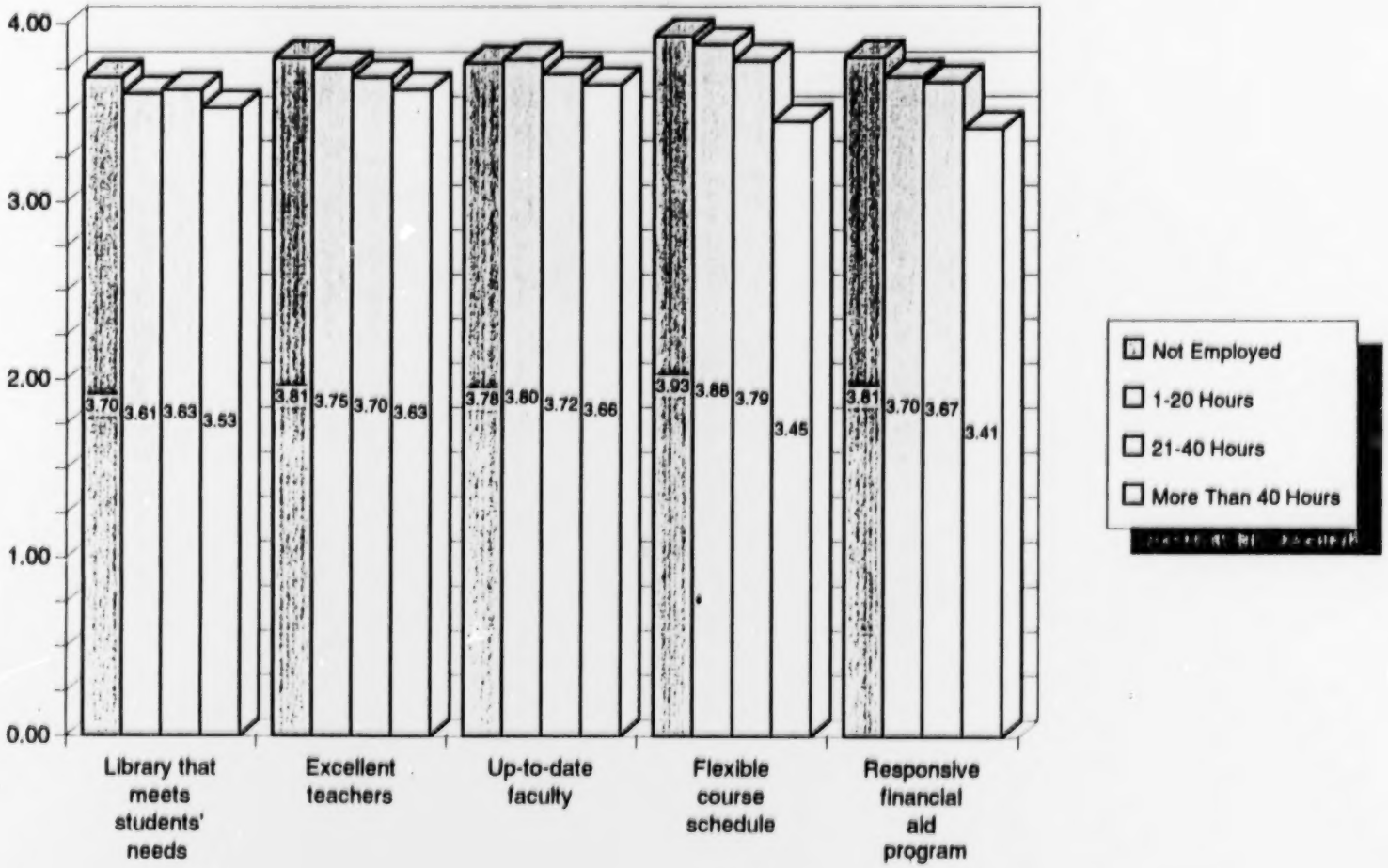
Table 14

Student Responses to the Item "How Satisfied Are You With Miami-Dade Community College?" by Employment Status

Number of Hours Employed	Level of Satisfaction: Very Satisfied		Somewhat Satisfied		Indifferent		Somewhat Dissatisfied		Very Dissatisfied		Total		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Mean
None	148	32.9%	230	51.1%	25	5.6%	31	6.9%	16	3.6%	450	100.0%	4.03
1 - 20	172	29.7%	312	53.9%	40	6.9%	47	8.1%	8	1.4%	579	100.0%	4.02
21 - 40	335	33.2%	531	52.6%	58	5.7%	71	7.0%	15	1.5%	1,010	100.0%	4.09
More Than 40	98	26.8%	209	57.1%	24	6.6%	29	7.9%	6	1.6%	366	100.0%	3.99
Total	753	31.3%	1,282	53.3%	147	6.1%	178	7.4%	45	1.9%	2,405	100.0%	4.05

Missing = 640.

Figure 1. Mean Rating of 21 Services by Employment Status



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SVC_WORK.XLT Chart 3

Figure 1. Mean Rating of 21 Services by Employment Status (Continued)

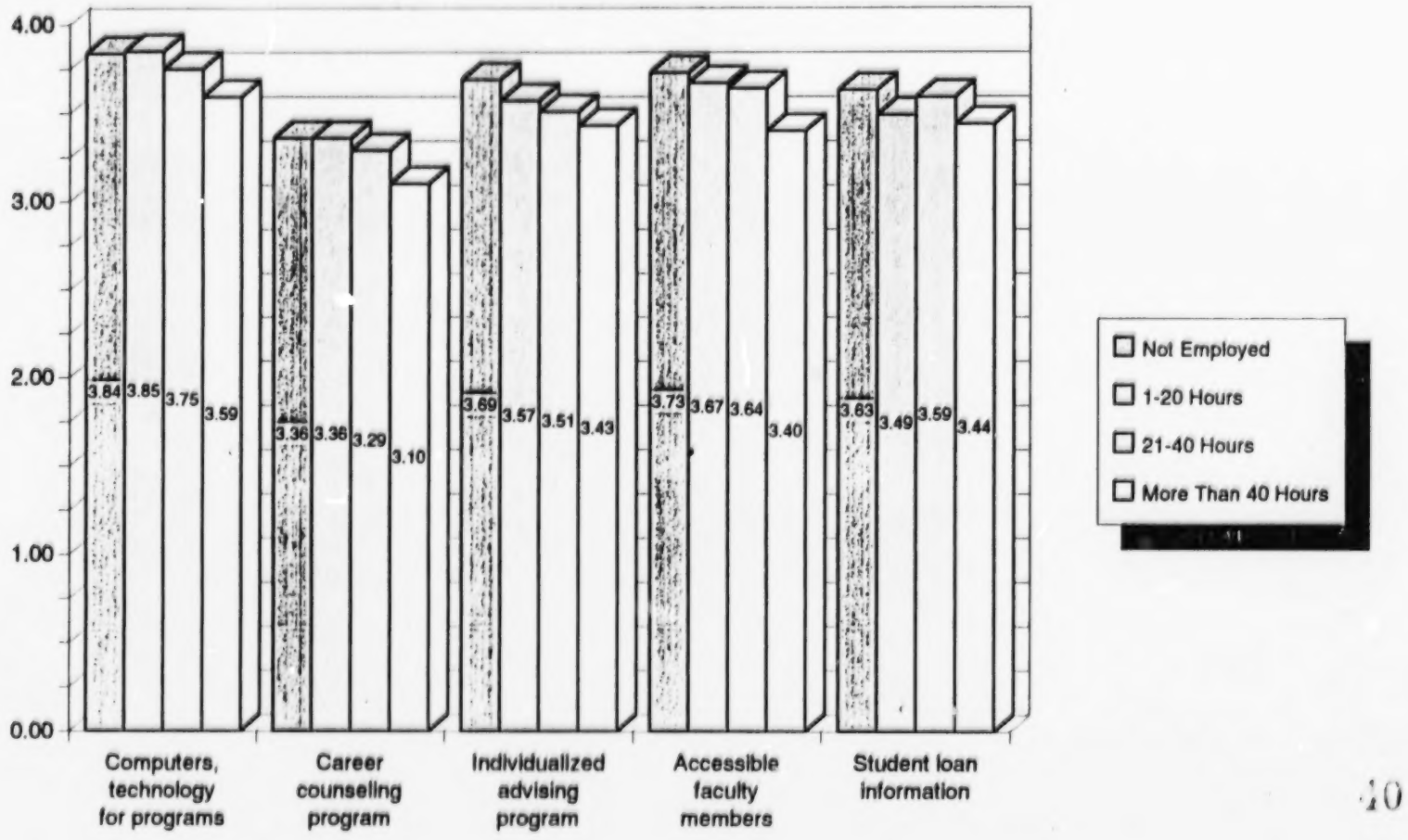


Figure 1. Mean Rating of 21 Services by Employment Status (Continued)

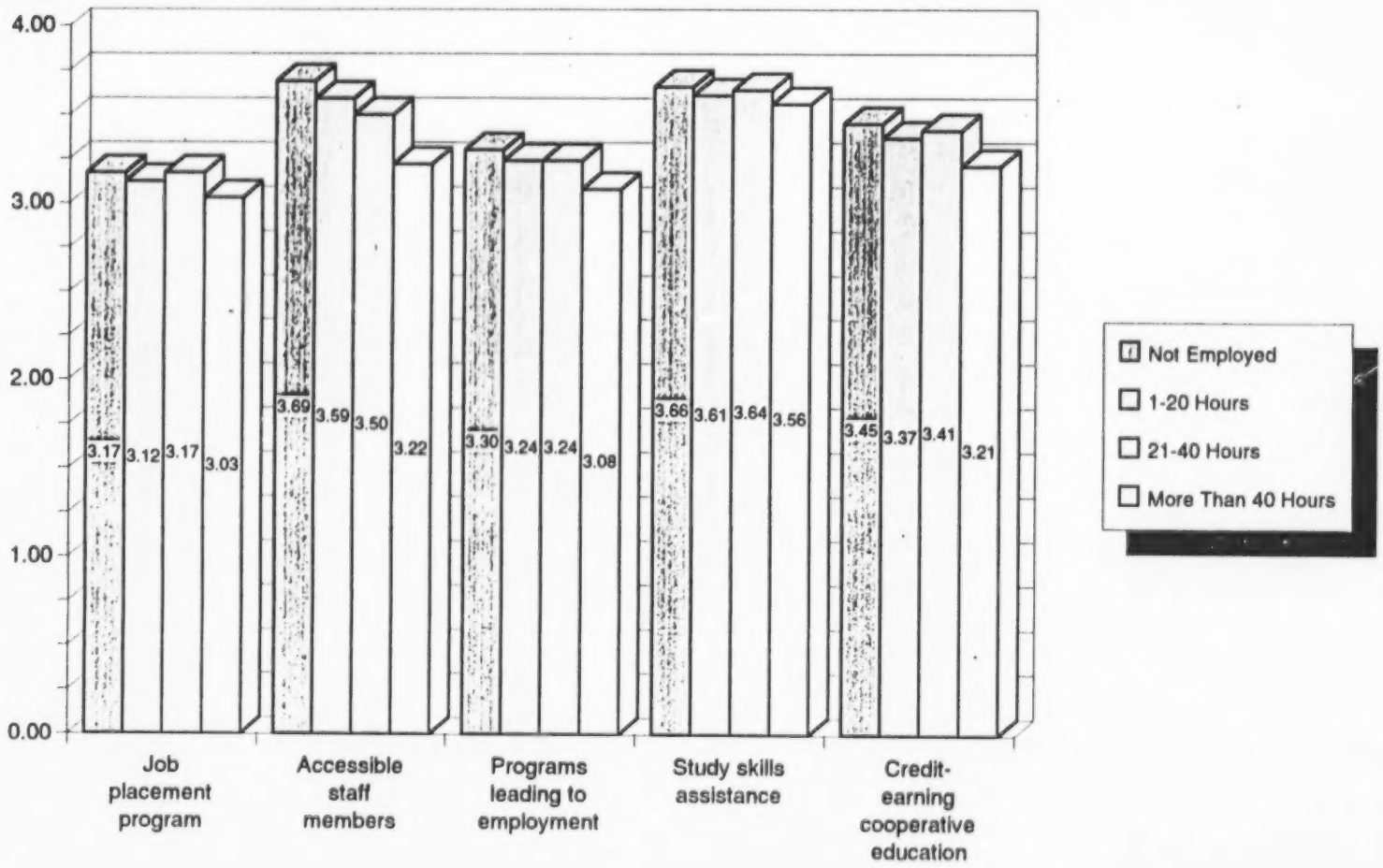
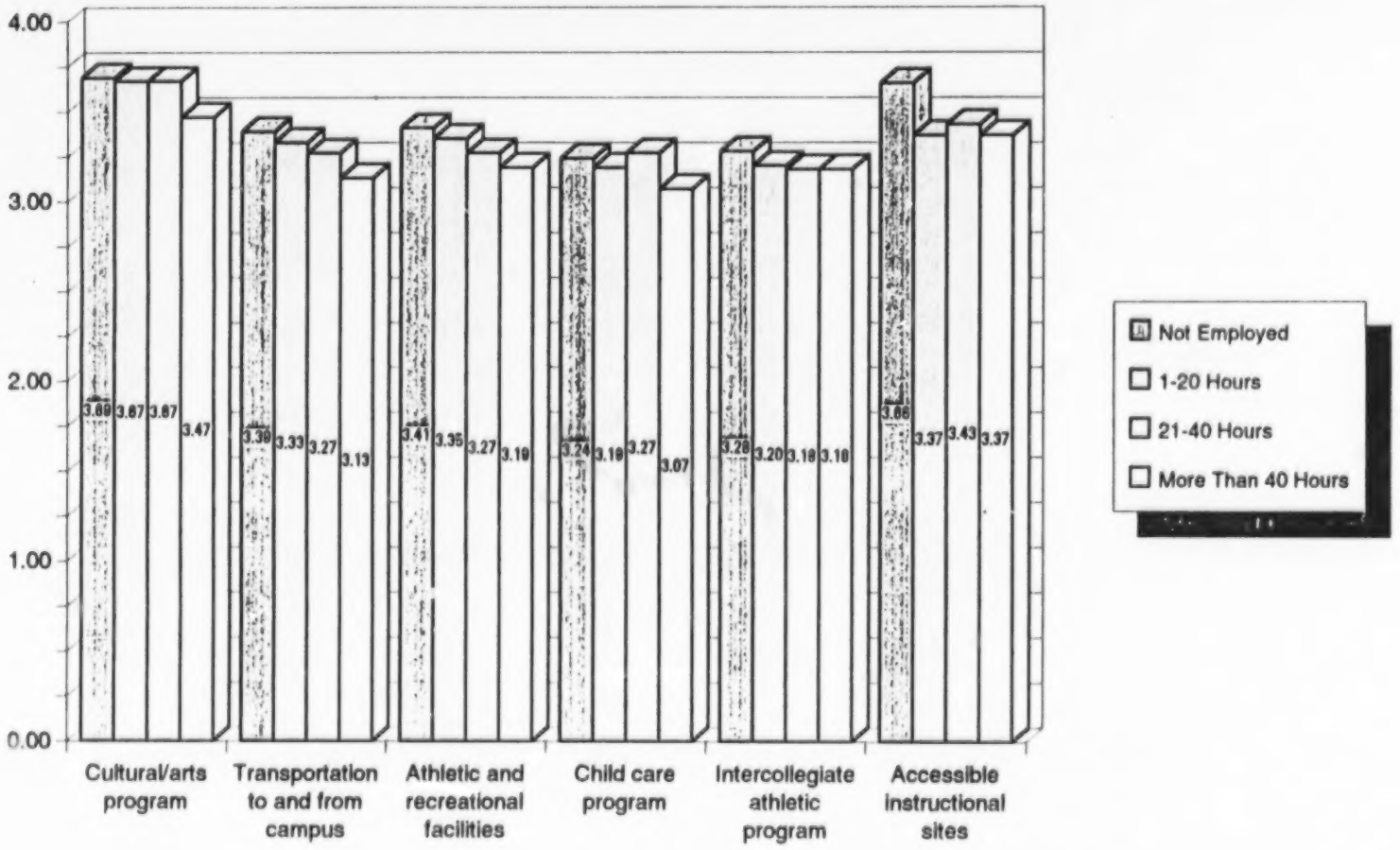


Figure 1. Mean Rating of 21 Services by Employment Status (Continued)



Miami-Dade Community College (M-DCC)

Dear Student:

Miami-Dade Community College is conducting a survey of students to collect information that will help improve the quality of programs and services at M-DCC. Please answer the following questions regarding your impressions of your educational experience at M-DCC. Thank you for your participation.

Marking Instructions

- Use No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

INCORRECT MARKS	CORRECT MARK
✓ ✗ ▬ •	●

ENROLLED STUDENT SURVEY

Gender:
- ○ Male
- ○ Female

Age:
- ○ Under 18
- ○ 18-19
- ○ 20-25
- ○ 26-30
- ○ 31-50
- ○ 51-64
- ○ 65 or older

Ethnic Group:
- ○ Black Non-Hispanic
- ○ White Non-Hispanic
- ○ Asian/Pacific Islander
- ○ American Indian
- ○ Hispanic
- ○ Other

M-DCC GPA:
- ○ Below 2.0
- ○ 2.0-3.49
- ○ 3.5 and above
- ○ Not applicable

Status:
- ○ Full-time
- ○ Part-time

How many credits have you completed?
- ○ None
- ○ 1-15
- ○ 16-30
- ○ 31-45
- ○ 46-60
- ○ More than 60

Have you ever enrolled in any of the following courses?
- ○ College Preparatory
- ○ English as a Second Language
- ○ Both

Are you seeking a degree or certificate from M-DCC?
- ○ Yes
- ○ No

If yes, which of the following are you seeking?
- ○ Associate in Arts
- ○ Associate in Science
- ○ Vocational Certificate
- ○ Planned Certificate
- ○ Other

If other, please identify what: _____

What is the highest degree you eventually plan to seek?
- ○ Vocational Certificate
- ○ Associate Degree
- ○ Bachelor's
- ○ Master's or higher
- ○ Not seeking a degree

Where do you take <u>most</u> of your classes?
- ○ North
- ○ Kendall
- ○ Wolfson
- ○ Medical
- ○ Homestead
- ○ Interamerican Center
- ○ Hialeah Center
- ○ Entrepreneurial Center
- ○ Other Outreach Center

When do you take <u>most</u> of your classes?
- ○ Day
- ○ Evening
- ○ Weekend

How many hours are you employed each week?
- ○ None
- ○ 1-10
- ○ 11-20
- ○ 21-40
- ○ More than 40

45

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APPENDIX II

Please answer questions (1) and (2) for items (a) through (u) in the list below. Each item describes a service you might expect from an educational experience at your "ideal" college and at Miami-Dade Community College. Using the following scale, indicate how much you agree with each item:

SA = Strongly Agree; A = Agree; U = Uncertain; D = Disagree; SD = Strongly Disagree.

IDEAL COLLEGE (1) "I believe the 'ideal' college should have..."						M-DCC (2) "I believe Miami-Dade Community College has..."				
SD	D	U	A	SA		SD	D	U	A	SA
1	2	3	4	5	a. a financial aid program that helps make college affordable.	1	2	3	4	5
1	2	3	4	5	b. information about student loans.	1	2	3	4	5
1	2	3	4	5	c. an advising program focused on the student's academic and overall curriculum requirements.	1	2	3	4	5
1	2	3	4	5	d. study skills assistance.	1	2	3	4	5
1	2	3	4	5	e. a cultural program in the arts (music, theater, etc.).	1	2	3	4	5
1	2	3	4	5	f. an excellent career counseling program.	1	2	3	4	5
1	2	3	4	5	g. an excellent job placement program.	1	2	3	4	5
1	2	3	4	5	h. programs leading directly to a job.	1	2	3	4	5
1	2	3	4	5	i. cooperative education or work experience for credit.	1	2	3	4	5
1	2	3	4	5	j. a strong intercollegiate athletic program.	1	2	3	4	5
1	2	3	4	5	k. excellent athletic/recreational facilities.	1	2	3	4	5
1	2	3	4	5	l. a child care program.	1	2	3	4	5
1	2	3	4	5	m. staff members who are accessible.	1	2	3	4	5
1	2	3	4	5	n. a library that meets the students' needs.	1	2	3	4	5
1	2	3	4	5	o. adequate transportation to and from the campus.	1	2	3	4	5
1	2	3	4	5	p. a flexible schedule of courses offered at a variety of times throughout the day and during the week.	1	2	3	4	5
1	2	3	4	5	q. computers and other equipment to support my program.	1	2	3	4	5
1	2	3	4	5	r. instructional sites near people's homes and businesses.	1	2	3	4	5
1	2	3	4	5	s. faculty members who are accessible.	1	2	3	4	5
1	2	3	4	5	t. faculty members who are excellent teachers.	1	2	3	4	5
1	2	3	4	5	u. faculty who are up-to-date in their fields.	1	2	3	4	5

How satisfied are you with Miami-Dade Community College?

Very satisfied
Somewhat satisfied
Indifferent
Somewhat dissatisfied
Very dissatisfied

Please return this completed form to Institutional Research, Bonnie McCabe Building, Room 3601, 300 N.E. 2nd Avenue, Miami, FL 33132-2297. Thank you very much.

APPENDIX III

Instrumentation

The Enrolled Student Survey form (ESS) is a one-page, two-sided standardized survey form developed by National Computer Systems (NCS). A copy of the Enrolled Student Survey form may be found in Appendix I. The ESS form was designed so that students could record their responses directly onto the survey form.

Side 1 of the ESS which contained items about ten demographic variables, including the student's age, gender, and ethnicity. Students provided additional information about their status as Miami-Dade students, including (1) home campus or outreach center, (2) number of credits completed, (3) M-DCC grade point average (GPA), number of hours employed per week, (4) part- and full-time enrollment status, (5) day or evening enrollment status, (6) degree-seeking status at Miami-Dade, and (7) completion of College Preparatory and/or English as a Second Language (ESL) courses. Students also reported the highest degree they desired to obtain at the completion of their education, and finally, whether they were employed, and if so, how many hours they were employed. The last variable served as the primary focus of the study. The data was used to describe the sample and collect information regarding the research questions.

An additional item on the ESS form requested students to respond to the following item, "How satisfied are you with Miami-Dade Community College?," using a 5-point Likert scale ranging from "very satisfied" to "very dissatisfied," with the middle position represented by "indifferent." This information was intended to provide a useful barometer of overall student satisfaction with Miami-Dade.

Over 52% of respondents completed the Enrolled Student Survey -Services (ESS-S), reproduced in Appendix II. Side 2 of the ESS-S consisted of a list of 21 general Miami-Dade Community College services typically offered by higher education institutions. These items comprised several services, including "an excellent career counseling program," "faculty members who are excellent teachers," "a library that meets the students' needs," and "information about student loans." Students were asked to generate two independent

ratings for each of the services by evaluating the service with respect to the following two dimensions:

1. Their "ideal" college - where students evaluated the importance of each service according to their conception of the ideal college; and

2. Miami-Dade Community College - where students evaluated whether M-DCC provided each service to their satisfaction.

Students rated each of these services using a 5-point Likert scale ranging from 1 = "strongly disagree" to 5 = "strongly agree," with the middle position represented by 3 = "uncertain."

APPENDIX IV

Data Collection and Analysis Procedures

Students enrolled in Miami-Dade Community College classes offered during the Winter Term of the 1993-94 academic year served as the subjects for this study. A computer-generated random sample of classes selected 5% from the master list of all Miami-Dade classes offered during the Winter Term; approximately 10% of classes were selected at Homestead Campus and Hialeah Center, respectively, to compensate for lower enrollment at those two sites, resulting in a college-wide sample of 200 classes. Participating instructors administered the ESS to students attending class on the prescribed day. Instructors returned a packet of completed ESS forms and any additional uncompleted forms to the Office of Institutional Research.